

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Federal Funding Conference

February 2019



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

Agenda

I. Career and Technical Education Overview

II. Perkins V

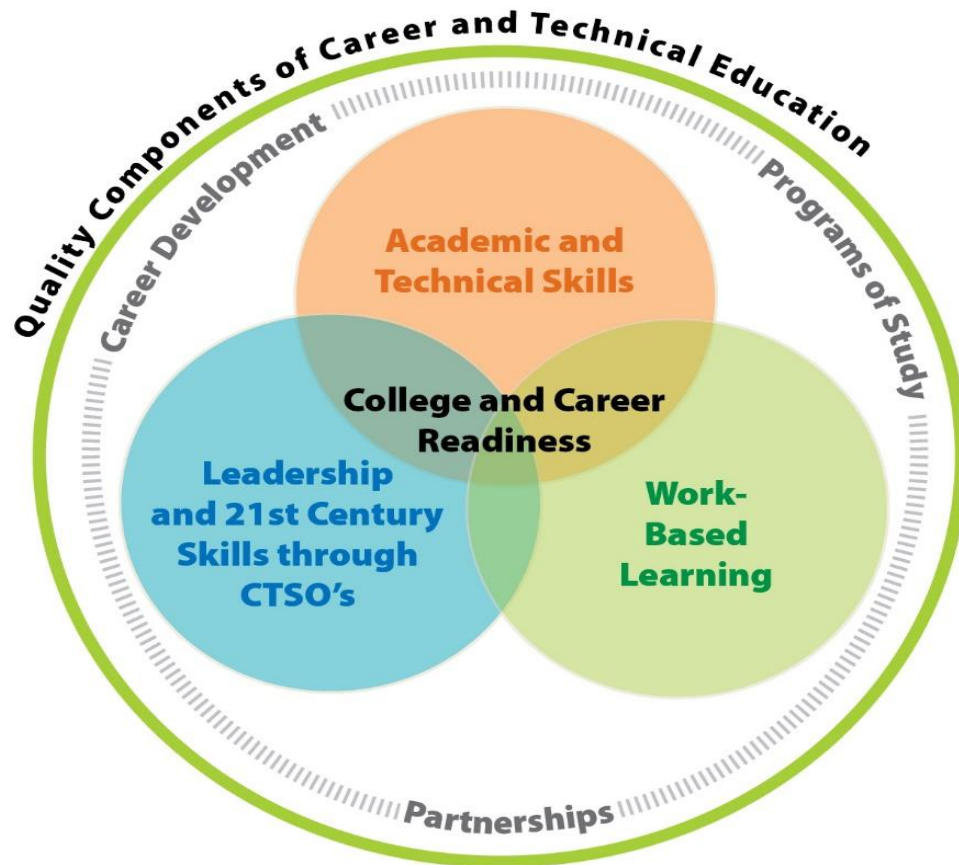
- a. Major Tenets
- b. Considerations for Equity

III. Preparation for SFY 2020-2021 LEA Application

IV. State Plan Development

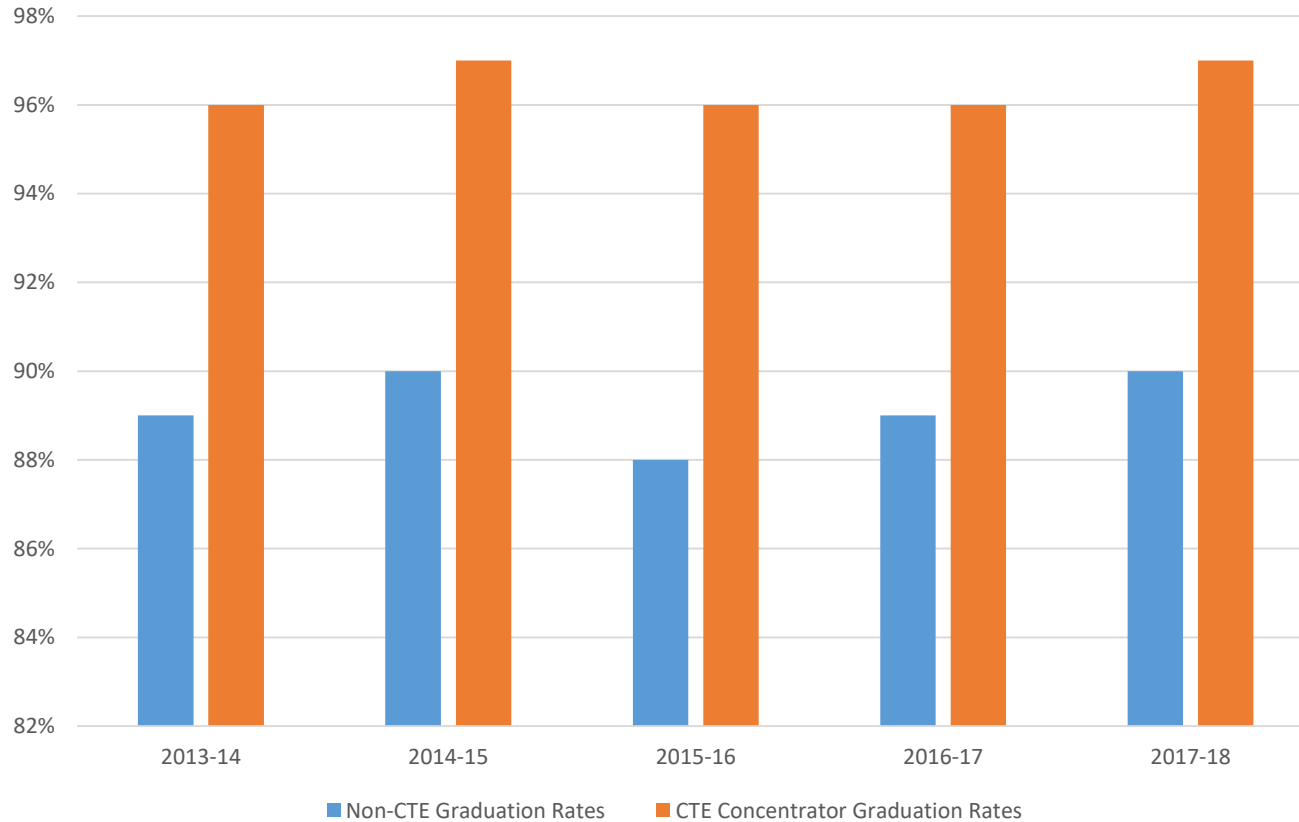


CTE Overview

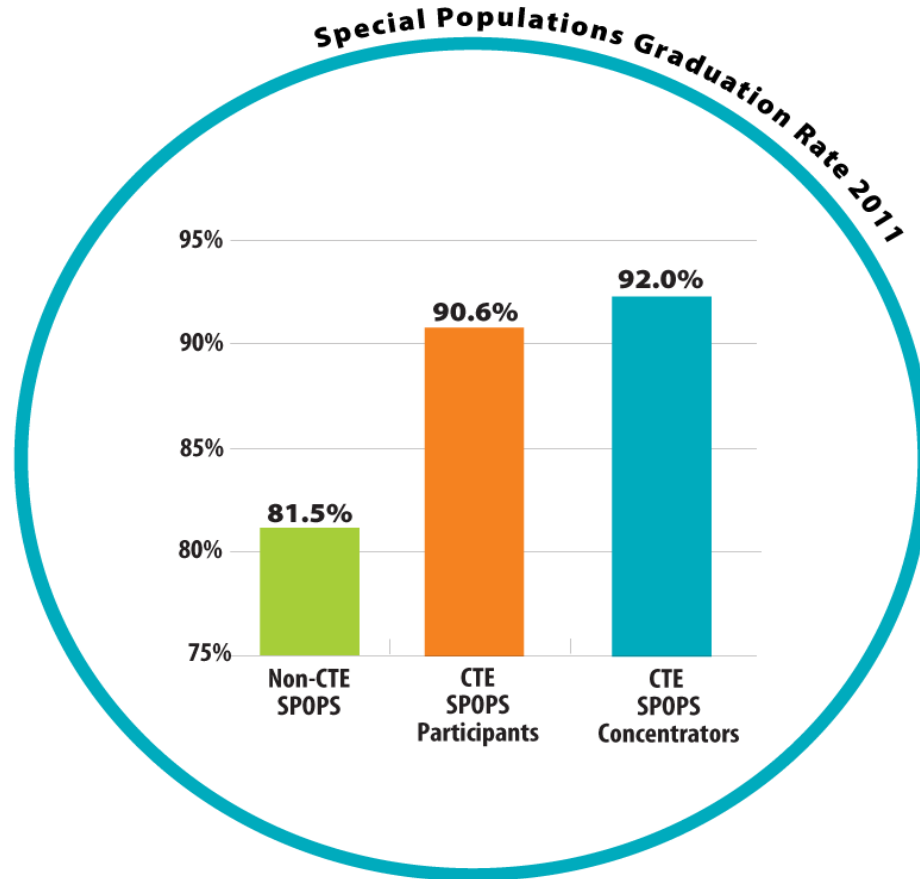


CTE Overview

Graduation Rates

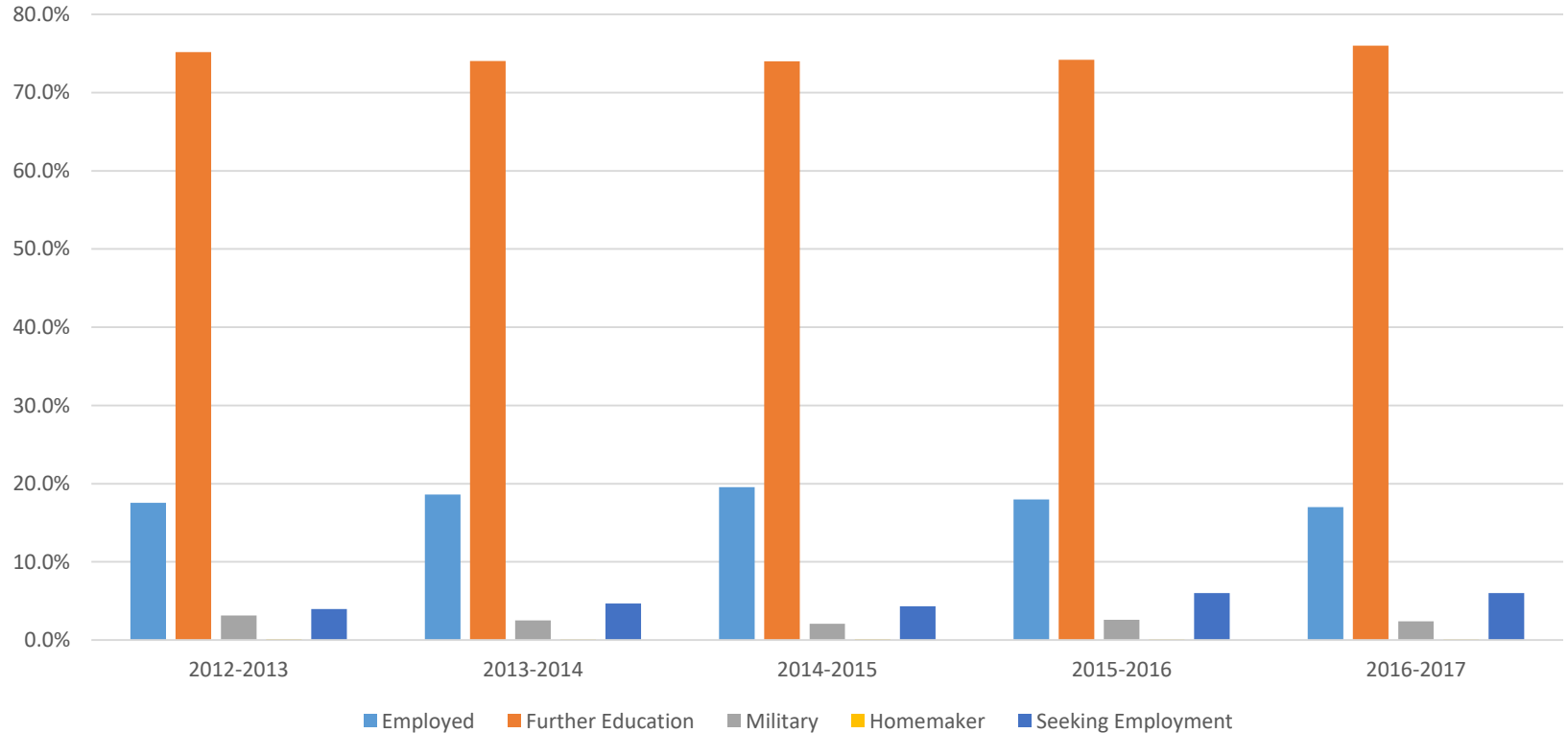


CTE Overview



CTE Overview

CTE Graduate Follow-Up



CTE Overview

CTE Programs are primarily supported by school districts.



Federal funding (Perkins Act) is sub-granted to eligible school districts/consortia to help supplement/enhance initiatives.

CTE Overview

Focus of Perkins Act:

- ✓ enhancement and strengthening of programs;
- ✓ strengthening the connections between secondary and postsecondary education;
- ✓ academic achievement of CTE students; and
- ✓ improving state and local accountability.



CTE Overview

Carl Perkins grant applications must reflect how the LEA intends to grow or enhance local **Program of Study (POS)**.

Examples of POS



Manufacturing



Architecture /Design



Nursing



Accounting



Maintenance



Construction

CTE Overview

Activity

Reflect and share:

1. What is your district's CTE program comprised of?
2. What Programs of Study is your district implementing or developing?
3. How well do programs align with current or projected local Labor Market needs?



CTE Overview

97% of eligible school districts participate

➤ **73 Applicants**

➤ 47 Single district applications

➤ 26 Consortium applications



CTE Overview

Allocations determined by formula

- 70% based on federal poverty census data
- 30% based on enrollment

Minimum \$15,001 allocation requirement



Fund Management

LEAs must determine if they wish to:

- Manage their own funds (meet requirements); or
- Join a consortium; or
- Surrender funds back to DPI.



Consortia

The consortium operates for the benefit of all member school districts.

A school district or a CESA is designated as the fiscal agent (FA) for the members of the consortium. The FA is responsible for all administrative tasks.

FA and member school districts must enter into an agreement that outlines parameters/expectations.

Allowable Costs

Allowable expenditures must follow these principles (at minimum):

- The purchase is reasonable and necessary to the purpose of development, implementation, or refinement of an identified Program of Study.
- Funds are supplementing, not supplanting (the expenditure was not previously funded with local or state funds).
- Funds are targeted to CTE programs in grades 7 and above.

Allowable Costs

Example	Allowable if:
Salary and fringe for extended contracts equipment	Expenditures for appropriately licensed CTE teachers.
Substitute teachers	The sub is used for a licensed CTE teacher on a CTE related field trip or PD. Subs may be used for non-CTE teachers only if they are working with a licensed CTE teacher on the implementation of a POS.

Allowable Costs

Example	Allowable if:
Materials, supplies, and replacement parts	For courses taught by licensed CTE instructor and should make up a limited part of the budget.
Transportation	For the purpose of CTE field trips, such as business and industry visits and aligned with POS.

Allowable Costs

Example	Allowable if:
Professional Development (registration, fees, travel)	<p>The teacher is an appropriately licensed CTE teacher or</p> <p>Is attending with an appropriately licensed CTE teacher and relevant connection to CTE POS is evident and</p> <p>Prior approval must be given from DPI for non-CTE licensed teachers via budget approval process.</p>

Allowable Costs

Example	Allowable if:
CTE Summer programs, curriculum development, professional development.	<p>The grant year is July 1 to June 30.</p> <p>Activities outside of the grant period must be charged to the new grant.</p>

Determining Supplanting Risk

Guiding Questions:

- Was this activity/expense paid for by local or state funds in the past?
- Are the services that are required under other Federal, State or local laws?
- Is there a special circumstances whereby you can argue financial hardship the necessitates using federal dollars at this time.



CTE Administrative Costs

Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for costs associated with the grant administration activities.

Activities necessary for the proper and efficient performance of the eligible recipient's duties under this Act, including the supervision of such activities, application, reporting, communication, consultation.

Reflection

Questions:

1. What Strategies and protocols exist between your district CTE Coordinator and the business office related to program and budget development?
2. How does your agency prioritize Perkins spending?



Perkins V

- **The Strengthening Career and Technical Education for the 21st Century Act (PL 115-224) signed into law on July 31, 2018**
- **Reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)**
- **Effective July 1, 2019 (transition year)**
- **The State Plan will be submitted in spring 2020 (for program years July 1, 2020-June 30, 2024).**



Perkins V Major Tenets

Focus:

- CTE program improvement
- Data and accountability
- Driving improvement through Programs of Study aligned with Wisconsin Labor Market needs and trends.



Perkins V Major Tenets

Requires:

A) Comprehensive Local Needs Assessment

- data-driven decision-making;
- significant stakeholder consultation;
- updated at least once every two years, and
- serves as the driver for local spending

Perkins V Major Tenets

Requires:

- B) Programs of sufficient size, scope and quality to impact outcomes
- C) Changes to the accountability measures
- D) Increases the focus on serving special populations

Perkins V Major Tenets

Sec 134: REQUIREMENTS FOR USES OF FUNDS

- (1) Provide career exploration and career development activities;
- (2) Provide professional development;
- (3) CTE skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors;

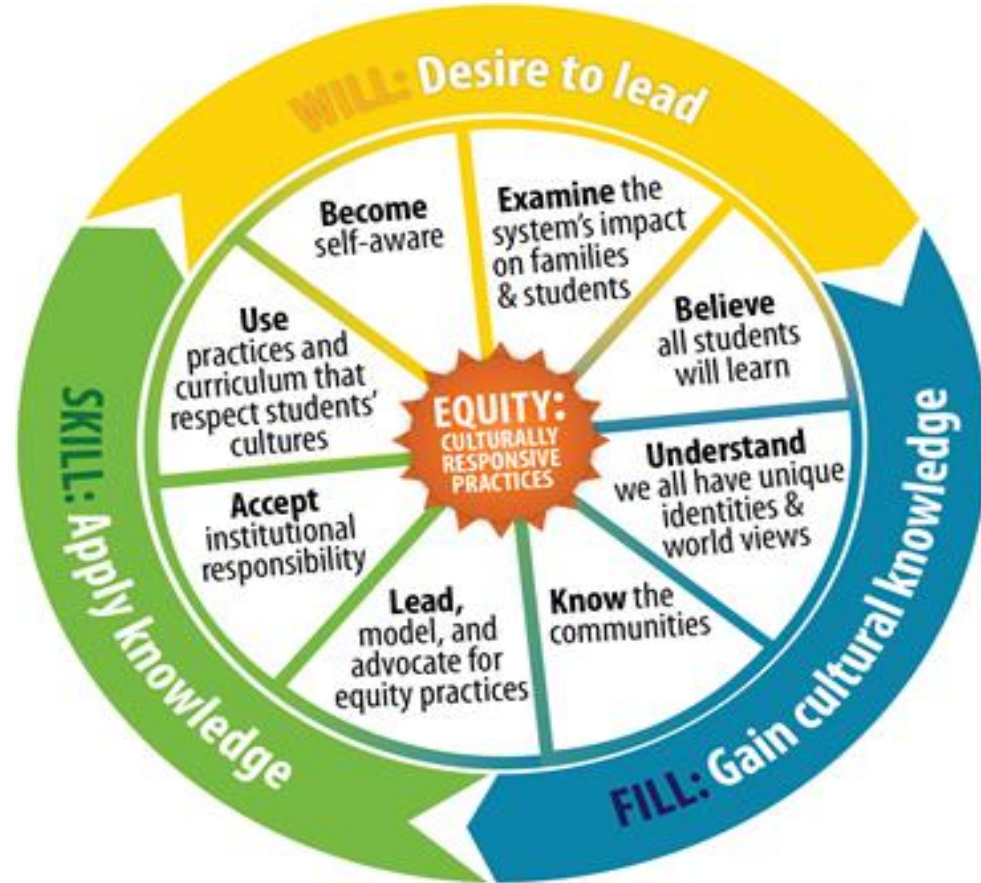


Perkins V Major Tenets

- (4) Support integration of academic skills into CTE programs;
- (5) Plan and carry out elements related to the implementation of CTE programs and programs of study and that result in increased student achievement;
- (6) Develop and implement evaluations of the activities funded under the Act.

Perkins V Considerations for Equity

That every student has access to the educational resources and rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.



Perkins V Considerations for Equity

Equitable policies and decision making

- Accelerating growth for learners who need it most, based on data, while increasing opportunities for all students.
- Based on data which groups of learners have not yet accessed CTE? What evidence-based strategies will be used to increase access by these learner groups?
- How have diverse stakeholders been engaged to ensure educational equity for all students?



Perkins V Considerations for Equity

Reflection

Think about the students in your building. Who is actively engaged and who is not?

- To what extent do you utilize built in strategies and processes to review data related to student participation?
- To what extent are stakeholders involved in the process?



SFY 2020-2021 LEA Application

Comprehensive Local Needs Assessment

- Assessment activities become a regular part of district's overall data-driven evaluation, decision making and program improvement cycles;
- June 2019-January 2020 (to be completed and updated at least every two years).



Comprehensive Local Needs Assessment

Comprehensive Local Needs Assessment

Three main areas:

1. Student Performance
2. Labor market alignment
3. Program implementation



Preparation for SFY 2020-2021 LEA Application

Student Performance

The law requires LEAs to consider students' performance on federal accountability measures (aggregate and disaggregated data according to sub-populations- gender, race and ethnicity, and migrant status (per ESEA) and Perkins V Special Populations categories).



Preparation for SFY 2020-2021 LEA Application

Student Performance *Examples of Analysis*

How are students in our CTE programs performing in comparison to non-CTE students?

- Are students from different genders, races and ethnicities participating in our CTE programs?
- Which groups of students are not completing CTE programs? Why might that be?



Preparation for SFY 2020-2021 LEA Application

Labor Market Alignment

- LEAs must consider the alignment between programs offered and *the labor market needs* of your local area, the state and/or region;
- Including immediate labor market needs and long-term projections;
- Gap analysis on educational outcomes and employment needs;
- Real-time job postings data;
- Input from business and industry representatives, with particular reference to opportunities for special populations; and
- Alumni employment and earnings outcomes.

Preparation for SFY 2020-2021 LEA Application

Program Implementation

- How are decisions made to move toward quality CTE programs and Programs of Study ?
- How will alignment with workforce and postsecondary take place?
- How are special populations engaged and supported?
- How are students being exposed to occupations? Is it enough?
- Who provides CTE leadership in the district (postsecondary, business, industry, workforce development).

State Plan Development

Activity	Date
Transition Year Plan Submission	April 2019
Data Analysis	February-April 2019
Stakeholder Engagement	February-April 2019
Public Comment/Hearings on Plan	September-October 2019
State Plan Submission	April 2020

References

[Advance CTE, Perkins V: Strengthening Career and Technical Education for the 21st Century Act , August 2018](#)

[National Alliance for Partnerships in Equity](#)

[Wisconsin DPI Equity](#)

